

## Graduation Matters Montana

### Comprehensive Community Solutions – Take Inventory of “What Is”

The inventory below is modified from America’s Promise Grad Nation Guidebook. It is a comprehensive inventory to use to analyze the school district’s use of many of the most effective research-based strategies that school districts across the nation are employing to lower their dropout rates. The “Community Partnership Opportunity” column can be used in the GMM Team to identify what community programs are in place that can support the school’s efforts.

<b>Current School Efforts</b>	<b>In Place</b>	<b>Not in Place</b>	<b>In Place &amp; Needs Work</b>	<b>Community Partnership Opportunity</b>
<b>1. School policies do not unintentionally “encourage” students to drop out</b>				
1a. School attendance policies identify and respond to students who are absent or tardy				
1b. Students who are credit deficient are identified early on & supported in credit recovery efforts				
1c. Identify other policies to share				
<b>2. The school offers a college-and career-ready curriculum</b>				
2a. All high school students have taken the MT Career Information Systems survey, or similar tool to identify career interests				
2b. The school provides college-level, dual enrollment and Advanced Placement courses to all students				
2c. Students are able to receive credit for internships, job shadowing and other career experiences				
2d. Local businesses regularly work with the school on career-oriented curriculum, including participating in Big Sky Pathways, and on-site job opportunities for students				
2e. Service-learning and other hands-on instruction is incorporated into curricula				
<b>3. The school has a multi-tiered dropout prevention, intervention, and recovery system</b>				
3a. The school uses an early warning system to identify students at risk of dropping out				
3b. The school has a system for making sure all students are on-time with credits				

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3c. The school has a MT Behavioral Initiative team that supports a positive support and recognition system				
3d. The school has a transitional support system to help students cross from middle grades into high school				
3e. The school has transitional support systems to help students cross successfully into college and careers				
3f. Identify other interventions to share				
<b>4. Create effective student support systems</b>				
4a. The school has Response to Intervention, or another system to target support for students' differing needs				
4b. School supports are supplemented by the work of community adults as mentors and tutors				
4c. School supports are supplemented by the work of community organizations who help families meet their basic needs				
4d. The school is organized into smaller academies and teams within larger school				
4e. The school has active engagement of parents and the community				
4f. The school had adequate staff- and teacher-to-student ratios to address the needs of the most struggling students				